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ABSTRACT

A model to distinguish persisters and nonpersisters at the University of North Carolina, Wilmington, was developed. Persisters and nonpersisters differed in background characteristics, attitudes toward and interaction with the university, opportunities to leave, and intentions. Responses to a mail survey were returned by 486 first-time freshmen (38% response rate). Bean's Synthetic Model of Student Attrition was used to design questions. Nonpersisters were found to differ significantly from persisters in that nonpersisters: were less satisfied with their overall experience at the college, had lower grade point averages, had higher Scholastic Aptitude verbal scores, took fewer credit hours, were less satisfied with their academic performance, had more difficulty doing class work, were more bored in class and did not feel they adjusted well to college, were less positive about their advisers, and had lower job expectations. Discriminate analysis indicated that the model was 96.1% effective in correctly classifying persisters from nonpersisters. The questionnaire is included. (SW)

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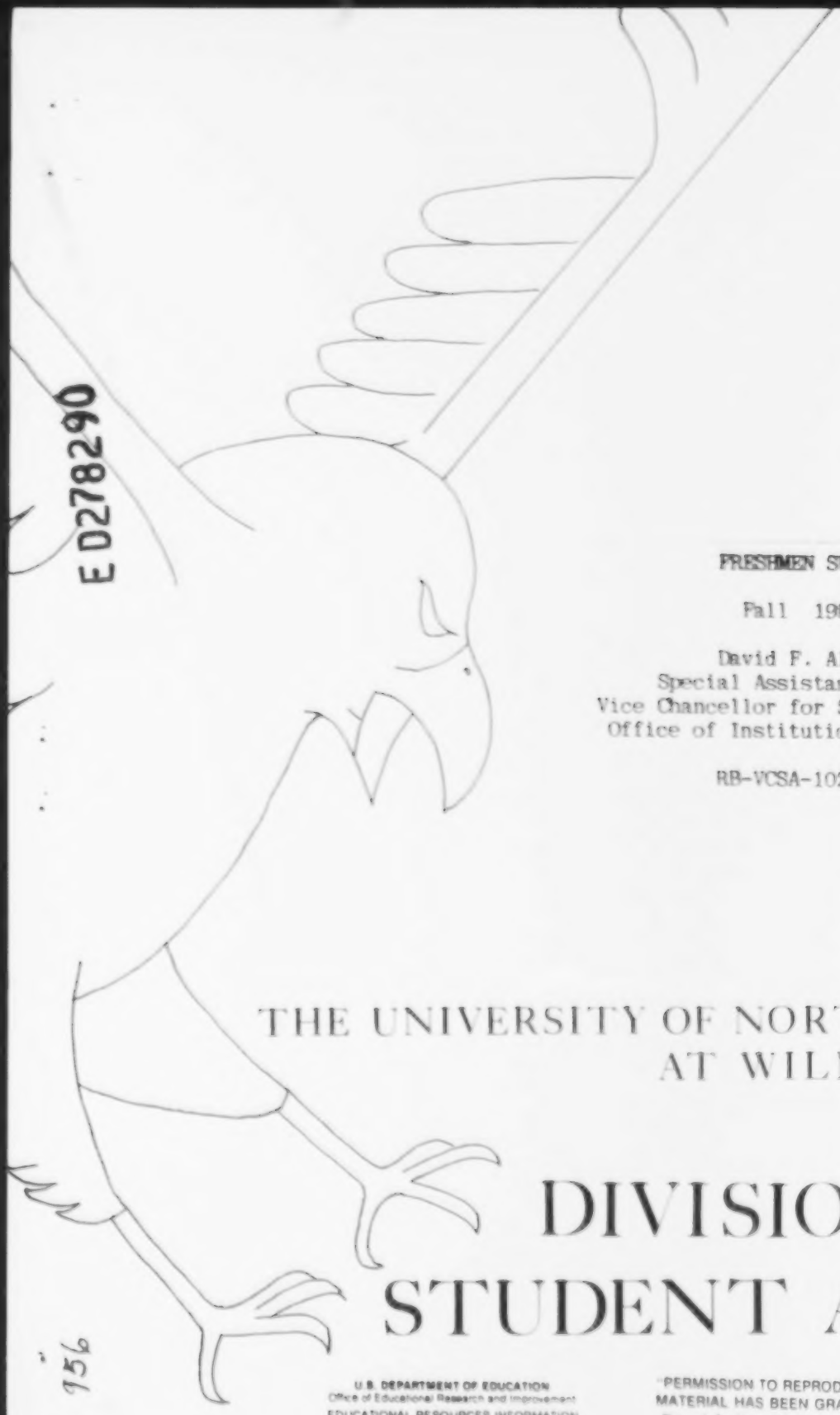

FRESHMEN SURVEY

Fall 1984

David F. Allen
Special Assistant to the
Vice Chancellor for Student Affairs
Office of Institutional Research

RB-VCSA-102185

THE UNIVERSITY OF NORTH CAROLINA
AT WILMINGTON

DIVISION OF STUDENT AFFAIRS

HE 019 156

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HIGHLIGHTS

This study was designed to formulate a model to describe and predict students who choose to withdraw at UNCW. It is part of an ongoing student retention management system developed by the Vice Chancellor for Student Affairs office. Persisters are differentiated from nonpersisters in terms of their background characteristics, interaction with the institution, extra-university opportunities to leave, attitudes toward the university, and intentions.

In November 1984, 225 first time freshmen were sent surveys to their campus address. A 38% response rate was achieved from this random sampling. It was found that respondents came from larger high schools. No other differences in response bias were found. Of the 86 respondents, there were 31 males, 55 females, 15 blacks and 71 nonblacks. The average verbal SAT score was 416.5; the average math score was 441.5. Most respondents' parents had some college training. Average distances to home of residence was 51-100 miles. In most respects these 86 students were typical of freshmen at UNCW.

Questions were designed based on Bean's Synthetic Model of Student Attrition. General findings indicate that 31% were very satisfied with their overall experience at UNCW. Almost three-fourths (71%) said they had a particular plan or job goal in mind. Almost all (92%) said they plan to return in the spring of 1985. Almost half (48%) seek the bachelor's degree as their highest academic achievement. Almost eight out of ten (79%) were living in a residence hall or campus apartment during the survey period. About as many (74%) plan to do so again in the spring. Over one-fourth (26%) work while in school, with most (68%) of these working off campus. Among off-campus workers, almost half (47%) work 21-35 hours per week. Over half (57%) of the on-campus workers work 10 hours or less per week.

In terms of differences between those students returning to UNCW and those who either did not plan to return or did not return, nonpersisters were found to be significantly different from persisters in that nonpersisters:

1. are less satisfied with their overall experience at UNCW,
2. have lower GPAs,
3. have higher SAT verbal scores,
4. take fewer credit hours,
5. are less satisfied with their academic performance,
6. have more difficulty doing class work,
7. are more bored in class,
8. see themselves as not adjusting to college well,
9. are less positive about their advisers,
10. are more negative toward the registration process,
11. have greater job expectations, and
12. come from larger high schools.

Using the technique of discriminate analysis, this model was 96.1% effective in correctly classifying persisters from nonpersisters based on survey responses and background information from student data files.

FRESHMEN SURVEY

FALL 1984

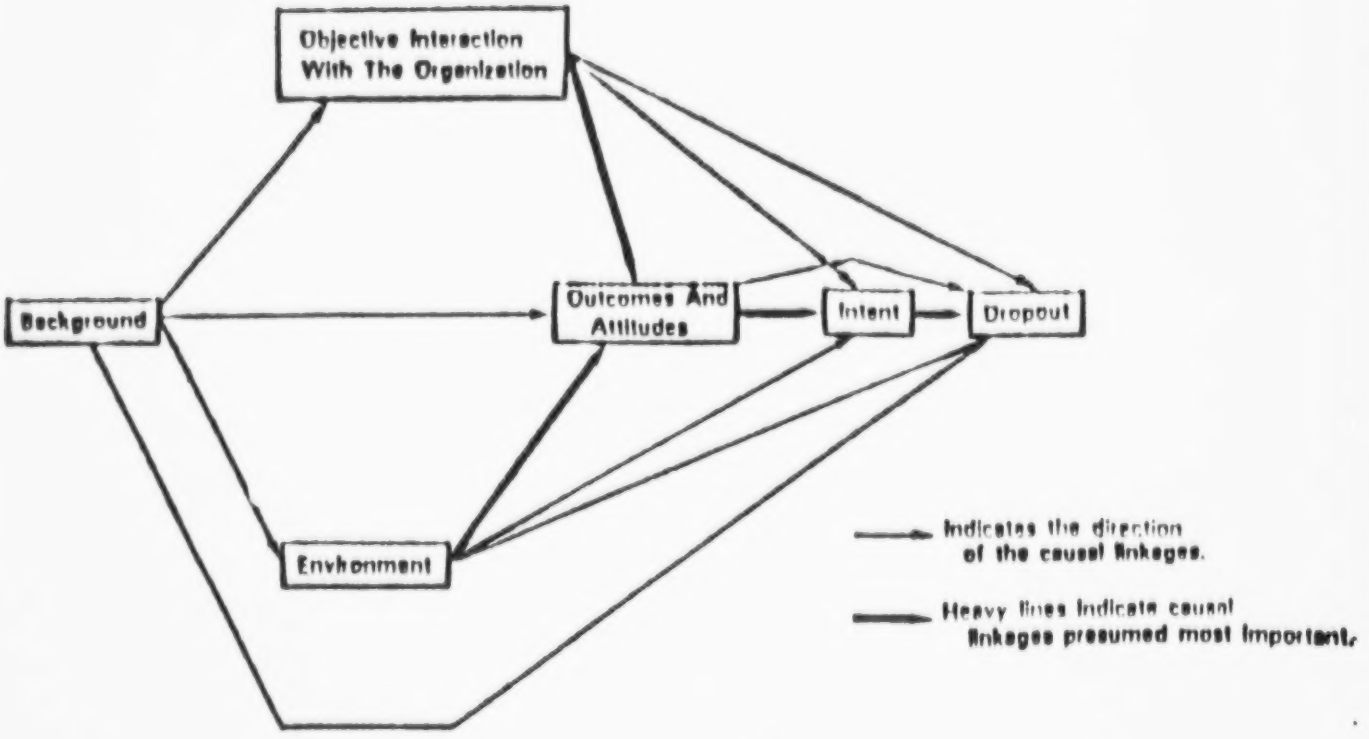
Students are dropping out of college today at nearly the same rate as those who choose to enroll right out of high school. Nationally, about 60% of high school students go on to college, while just half of those in college with the intent of earning a degree eventually earn one from any institution (NIE, 1984). Student turnover is nothing new given that attrition rates have not appreciably changed for more than 60 years. Between 1920 and 1962, students graduated four years later at the median rate of 50% (Summerskill, 1965). Based on a national sample, Astin (1972) reported that over two-fifths (41.5%) of the students enrolled in 1966 had not graduated and were not enrolled four years later. Beal and Noel (1980) found from their national survey that 55% of entering freshmen in 1973 had graduated after five years from four-year public institutions with traditional (between liberal and selective) admission standards.

Approaches to the problem of student attrition are almost as varied as the dropout rates among institutions. Attrition studies have been characterized as "a mile wide and only a few inches deep" (Marchese, 1983, p. 7). There is difficulty in explaining the variation in dropout rates from institution to institution. Only recently have theoretical models been advanced to explain the variation in student attrition. Durkheim's theory of suicide (1961) is in part the foundation for prototypical models of attrition. In more recent years, Spady (1970; 1971) and Tinto (1975) have been at the forefront of attrition studies. Bean (1982) modified the models of Spady and Tinto and devised his Synthetic Model of Student Attrition (1982). The model is derived from

studies of turnover in work organizations and attempts to form causal links between the dropout decision and the reason a student might choose to leave a particular institution. Bean's basic assumption is that student attrition is analogous to turnover in work organizations. He views intent to leave as the immediate precursor of dropping out. Four other variables have direct or indirect effects on intent to leave. These four are background variables, organizational variables, environmental variables, and attitudinal and outcome variables. Figure 1 describes Bean's model.

FIGURE 1

A Synthetic Causal Model of Student Attrition

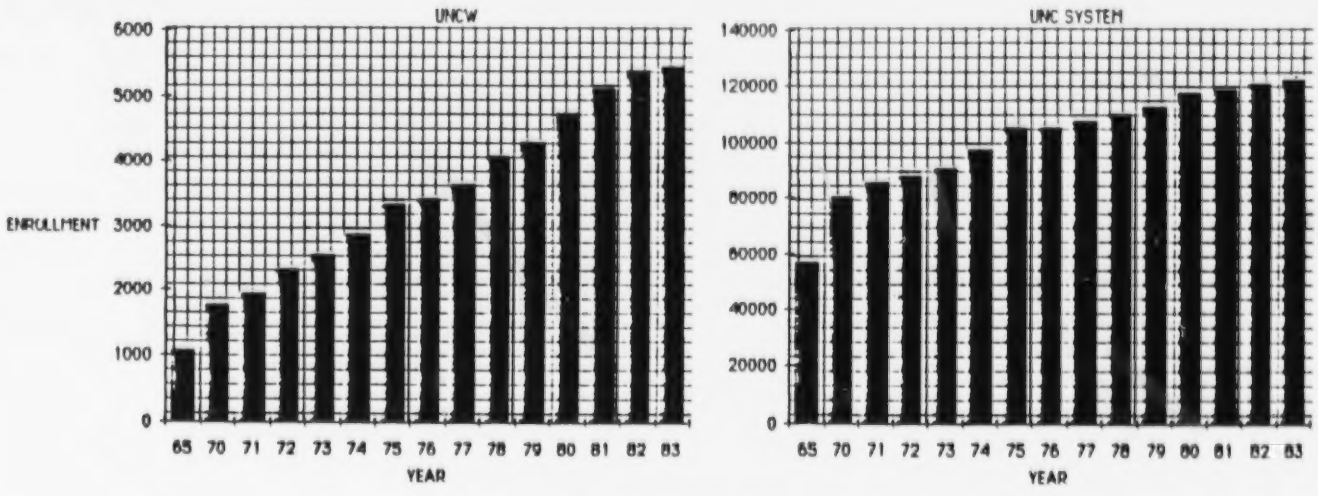


PURPOSE OF THE STUDY

While many universities are suffering through a period of diminishing enrollments, Table 1 shows that UNCW has been blessed with accelerated growth to the tune of a 234% increase over a ten-year period from 1972 to 1982. This far exceeds the 138% increase within the UNC system. From 1970 to 1982, UNCW more than tripled its full-time headcount enrollment (1,772 to 5,334). As of this report, the total enrollment includes 5,778 students. In view of national and state data related to the effects of a post baby-boom era, it is unrealistic to expect this upward trend in enrollments to continue indefinitely. Recent studies indicate that the decline in the number of 18 year-olds could be 24% by the mid-1990s ("The Supply," 1984). Figures from the North Carolina Board of Governors ("The University," 1983) projected the state population of 18-24 year-olds to decrease 3.2% for 1986 as compared to 1982. In the UNC system itself it is expected that by 1986 there will be

TABLE 1

Enrollment Trends



SOURCE: This data is from the NC State Govt Statistical Abstract 1983-84, p. 12.

a 1.5% decrease compared to 1982 in enrollments. Retaining highly qualified students through graduation, then, is one way to head off potential financial losses exacerbated by shrinking enrollments. Therefore, retention is the focus of this study.

UNCW Records dating back to 1977 indicate an average of 19% graduate four years after initial entry. After five years, 33% graduate; and after six years, 34% do so (NCHED A-7, 1977-1983). In terms of gender and race, the hardest hit group is black males where the figures are 8%, 16% and 22% for the stated periods (see Table 2). One interpretation of the high attrition rate is that withdrawing students tend to transfer to

Table 2

Graduation Rates of Entering Classes: 1977, 1978, 1979, 1980

Initial Enrollment Year	N
1977	685
1978	884
1979	908
1980	1052

Summary

Years After Initial Entry	4-Years Later	5-Years Later	6-Years Later
All Student (N = 3529)	19%	33%	34%
By Sex			
Male	15%	29%	31%
Female	23%	36%	37%
By Race			
Blacks	17%	28%	31%
Whites	19%	33%	34%
By Race and Sex			
Black Males	8%	16%	22%
Black Females	23%	34%	35%
White Males	15%	29%	30%
White Females	24%	36%	38%

Source: NCHED A-7, Student Retention Data Survey, Fall 1984

other institutions. There is evidence for this claim. A survey of 668 non-returning students who withdrew from the fall of 1983 through the spring of 1984 revealed that the most frequently mentioned reason for dropping out was to transfer to another college (Craddock, 1985). In reviewing the data, however, one discovers from this report that while 28% do transfer, about as many (30%) have first-year GPAs of less than 2.0. Moreover, the GPA difference between respondents and nonrespondents was statistically significant ($x^2_6 = 28.1$, $p < .05$). That is, while 70% of respondents had GPAs of 2.0 or better, only 54% of nonrespondents had similar GPAs. In the entire population about four out of ten (39.6%) had GPAs of less than 2.0 by the end of their first year.

Thus, it is probable that greater insight into the characteristics of students who persist will enable decision makers to devise intervention strategies directed at retaining a larger share of the dropout market--especially those who withdraw for other than transfer reasons. With all of this in mind then, the purpose of this study is to derive a workable model depicting persisters from nonpersisters in terms of their background characteristics, interaction with the institution, extra-university opportunities to leave, attitudes toward the university and intentions. The study serves as the second of several phases in an ad hoc student retention management system (Allen and Mullendore, 1985). Phase one consists of pre-college characteristics. The third phase is a freshmen opinion survey administered in the spring of 1985. The fourth phase is a sophomore survey to be administered this fall to the same freshmen cohort. This information can provide enrollment managers as well as other decision makers with insights into the curricular and extracurricular needs of students and hopefully assist the university in designing methods to enhance retention.

METHODOLOGY

Pre-college characteristics have been used widely in retention studies to develop profiles of persisters. Recent research has stressed that predictions of attrition on the basis of pre-college traits alone are unreliable (Hossler, 1984). It is what happens to students after they arrive on campus and the manner in which those experiences interact with pre-college characteristics that are the most critical elements of the student attrition process. Given this, Bean's (1982) Synthetic Model of Student Attrition is evaluated in this study.

Bean (1982) claims that the "intent to leave" variable has the highest correlation with actual attrition and is therefore most useful in identifying the potential dropout before the student leaves school.

The Sample

From a total sample of 225 students selected randomly from a population of 1,113 new freshmen, 86 students returned surveys that were mailed to their campus address in November 1984. Contending with another survey being administered, two follow-up mailings were sent out. This resulted in a 38% response rate.

Survey respondents did not differ from non-respondents with regard to sex, race, predicted grade-point-average, fall semester GPA, total hours enrolled in the fall, SAT verbal and SAT math scores. Differences did exist in terms of high school size however: respondents were from significantly larger high schools ($F=1.77$, $p<.002$). Students were encouraged to respond by being offered the two incentives of receiving a summary of the survey results and participating in a Thanksgiving turkey drawing.

The Independent Variables

Using Bean's Synthetic Model, four sets of variables were selected from the questionnaire for use as predictors to profile persisters. These sets included background, organizational, environmental, and attitudinal/outcome variables.

The Dependent Variable

The dichotomous criterion of persister/nonpersister was determined by responses to the question: "Do you plan on returning to UNCW next semester?" Respondents who answered "yes" were classified as persisters; those who said "no" or "not sure" were considered nonpersisters. Thus "intention" was used as the dependent variable.

ANALYSIS

Stepwise discriminate analysis was used to determine those demographic characteristics, organizational interactions, environmental influences, attitudinal and outcome measures, and intent to leave responses which typify persisters. Since discriminate analysis provides a means of distinguishing statistically between two or more groups, it is a useful technique in developing student profiles. To distinguish among several retention groups, or between a particular retention group and a population, the researcher selects a collection of descriptive variables that measure characteristics on which the groups are expected to differ. The idea is to differentiate the retention groups as much as possible by weighing and linearly combining these descriptive variables in some fashion. This is the mathematical objective of discriminate analysis.

Discriminate analysis provides two types of output that are especially valuable in profiling retention groups. First, it provides a discriminate function or functions representing a dimension along which

retention groups differ. The standardized coefficients of the discriminating variable composing this function tell the importance of each of the variables.

The second valuable output results from the use of the discriminate function to classify students into various retention groups. Once developed, the discriminate function can be applied to a sample of students in a new group and can predict how many will belong to a particular retention group.

FINDINGS

There were 78 (91%) persisters and 8 (9%) nonpersisters in the sample. Of the eight who did not plan to or failed to return in the spring, five said they would not return. Only one of these students reenrolled in the spring. Of the remaining three students, one said he would return but failed to do so. The other two students said they were not sure, but reenrolled. Table 3 reveals that the cross-validated discriminate functions correctly classified persisters and nonpersisters 96% of the time. A total of 98.6% of the persisters and 66.7% of the nonpersisters have been correctly classified. Chance alone would have been effective in correctly predicting groups 50% of the time.

Table 3

Discriminant Analysis Results

	Prior Probability		Classification Accuracy			
	Number	Percentage	Number	Percentage	T	P
Persisters	71	92.2	70	98.6	1.000	.001
Non-Persisters	6	7.8	4	66.7	2.125	.001
	77					

Percent of Cases Correctly Classified: 96.10

Note: Nine cases were deleted because of missing data.

Standardized coefficients for the profile are given in Table 4. From the coefficients, five variables were identified which discriminate most significantly between persisters and nonpersisters: (1) GPA, (2) boredom in class, (3) expectation of a good job after college, (4) number of hours taken, and (5) verbal SAT score. Nonpersisters, then, have lower fall GPAs, are more bored in class, do not expect a good job after college, take fewer hours, and have higher SAT verbal scores.

Table 4

Persisters vs. Nonpersisters:
Standard Discriminant Function Coefficients

GPA	.87907
Interest in class	.69945
Expectation of a good job after college	.56310
Fall hours enrolled	.51779
Verbal SAT	.47710
Impressions of registration process	.37119
Difficulty in performing class assignments	.33329
Overall satisfaction at UNCW	.29711
Adjustment to college	.26237
Assessment of academic adviser	.24268

Note: The standardized discriminant analysis function coefficients represent the relative importance of a particular variable in differentiating persisters from nonpersisters. Multi-collinearity, or interrelatedness among the variables, can sometimes cause the coefficients to be unstable and potentially misleading. Generally, this was not a problem since all but two sets of variables had intergroup correlations well below .40. SATV and fall hours correlated .47075. Two attitudinal questions, difficulty in class and boredom, were moderately correlated at .57778.

A further determination of the characteristics which differentiate persisters from nonpersisters can be made by testing the differences between the group means for persisters and nonpersisters on each independent variable. Using the F statistic, two variables from the organizational segment (hours and adviser), one attitudinal and outcome variable (boredom in class), one environmental (job expectation), and one

background variable (SAT verbal) were found to differ significantly (p=.05) for the two groups. As indicated in Table 5, more nonpersisters compared to persisters were enrolled in fewer hours, did not think their academic adviser was informed and sensitive to their academic needs, were bored in class, did not expect to get a good job after college and had higher SAT verbal scores.

Table 5

Characteristics Differentiating Persisters from Nonpersisters: Test of Groups Means

Variables	Persisters (N = 78)	Nonpersisters (N = 8)	P
Fall Hours Enrolled	14.59	13.77	.001
Positive Assessment of Academic Adviser	2.71	3.38	.056
Positive Expectation of a Good Job After College	1.68	2.00	.014
High Interest in Class	2.59	3.38	.047
Verbal SAT	399	434	.050

Note: F-test used to test group means.

Scaled from strongly agree (1) to strongly disagree (5).

PROFILE OF NONPERSISTERS

From the data it is now possible to develop a profile of those students likely to leave UNCW based upon the weights of their standardized coefficients and upon group mean differences. These contrasts are depicted in Table 6. **Readers are cautioned that a larger sample of respondents and more evenly divided groups might yield a significantly different profile of drop-out behavior.**

Background Contrast

With respect to demographic characteristics, nonpersisters have significantly higher SAT scores. Their SAT verbal score shows the

TABLE 6

BEAN'S SYNTHETIC MODEL (Modified)

RETENTION PROFILE

			(N=78) PERSISTERS	(N=8) NONPERSISTERS
I.	BACKGROUND VARIABLES			
	SEX	Male	27	4
		Female	51	4
	RACE	Black	14	1
		White/Other	64	7
	SAT VERBAL		399	434
	SAT MATH		430	453
	PARENTS EDUCATION		some college	some college
	DISTANCE TO RESIDENCE		51-100	51-100
II.	ORGANIZATIONAL VARIABLES			
	FALL GPA		2.1	1.5
	FALL HOURS ENROLLED		14.60	13.77
	HELPFULNESS OF ADVISOR [1]		2.7	3.4
	SERVICE: LIBRARY [2]		1.8	1.9
	SERVICE: REGISTRATION [2]		2.6	2.0
	MAKING FRIENDS AT UNCW [1]		1.8	2.0
III.	ENVIRONMENTAL VARIABLES [1]			
	EXPECTATIONS: JOB OPPORTUNITY		1.7	2.0
	EXPECTATIONS: PARENTS		2.0	2.1
IV.	ATTITUDINAL AND OUTCOME VARIABLES [1]			
	OVERALL SATISFACTION		1.8	2.1
	ACADEMIC GOAL: OBTAIN DEGREE		1.6	1.3
	ACADEMIC GOAL: INCREASE KNOWLEDGE IN FIELD		1.6	1.7
	SATISFACTION WITH ACADEMIC PERFORMANCE		2.9	3.5
	DEGREE ASPIRATIONS		4.4	4.2
	COMPETITIVENESS OF ACADEMIC PROGRAM		3.0	3.1
	BOREDOM		2.6	3.4
	OCCUPATIONAL CERTAINTY		1.6	1.1
	CAREER PREPARATION GOAL: FORM CAREER PLANS		1.5	1.8
	SOCIAL AND CULTURAL GOAL: MEET PEOPLE		1.9	1.8
	UNCW MEETS EXPECTATIONS		2.2	2.0
	ADJUSTMENT		2.6	2.8
V.	INTENT TO LEAVE		1.0	2.1

NOTES: [1] Strongly Agree (1) to Strongly Disagree (5)
[2] Very Satisfied (1) to Very Dissatisfied (5)

greatest difference in that it is 35 points higher than persister's verbal SAT on the average.

Organizational Contrast

In terms of those factors of which the university has most control, nonpersisters are enrolled in significantly fewer courses, have lower first semester GPAs, see their adviser as less helpful, and are more negative toward registration at UNCW.

Environmental Contrast

Considering those variables the university has little control over and which tend to pull (rather than push) students away from a particular college, more persisters than nonpersisters claimed they expected to get a good job after receiving a college education.

Attitudinal and Outcome Variables

These variables tend to differentiate the two groups most with nonpersisters being significantly more bored in class. This group claims to have had more difficulty performing class assignments, had difficulty adjusting to college, were less satisfied with their academic performance, and were more dissatisfied with their overall experience at UNCW so far.

IMPLICATIONS

This research has been undertaken with the aim of formulating a model to describe drop-out behavior in order to assist enrollment managers and other decision makers in devising intervention strategies to combat nonpersistence.

The profile can help to provide both faculty and staff with insight into the background characteristics, organizational experiences, environmental influences, and attitudes of potential nonpersisters. Information of particular interest revealed by this research is the

tendency of this population to express many of their differences in terms of attitudes--especially in the area of academics. This seems to imply that it is academic efforts more than social integration strategies that might be more persuasive in retaining potential nonpersisters.

One factor that is strongly implicated by this research is the bipolar nature of reasons for leaving. While only 8 of 86 were classified as nonpersisters, three of the five who said they definitely would not return in the spring also listed transferring as their primary reason. There may be a significant segment of the school population who enter the university predisposed to transferring. This may count for the above-average SAT scores for nonpersisters as a group; however, students who self-identified as wanting to transfer did not have strong enough GPAs to offset the fact that the nonpersister group as a whole had significantly lower fall GPAs. This strongly suggests that another subgroup of the nonpersister segment may be in academic jeopardy. While it may be difficult or even unethical to target intervention efforts to dissuade students who are predisposed to transferring, it is the other segment--the academically under prepared--who may be the most amenable to retention strategies.

The profile of nonpersisters described in this study suggests that an effective retention approach might begin with academic integration efforts.

SUMMARY

Data from this study suggest that there appears to be two market segments toward which enrollment managers might dedicate retention efforts. These are students who intend to transfer and students who are in academic jeopardy. Both of these groups are likely to be

nonpersisters. By catering to those organizational variables over which the university has control, decision makers may increase retention of these two segments.

In closing, this study has served two major purposes. First, it has facilitated the development of a descriptive profile of nonpersisters with respect to their background characteristics, organizational interactions, environmental influences and attitudes. Throughout its development such a profile should suggest several intervention strategies which could help the university raise its retention level without compromising academic standards.

Second, this study evaluated a model of drop-out behavior. Bean's Synthetic Model of Student Attrition, which introduces the concept of "intention to leave or stay," was effective in predicting dropout behavior. Four of five students who said they did not plan on returning to UNCW actually withdrew. Table 7 lists descriptions of nonpersisters. "Intent" appears to be an important mediating influence on persistence/withdrawal behavior, as Pascarella, Duby and Iverson (1983) have suggested. Using discriminate analysis, Bean's model was 96.1% effective in correctly classifying the two groups. It should be noted that, perhaps as a result of the small sample size, the persister group tended to be much more predictable (98.6%) than the nonpersister group (66.7%). Nevertheless, it is plausible that by focusing on factors about UNCW that encourage students to stay--more potential nonpersisters might change their minds.

NON PERSISTER DESCRIPTORS

	Sub Group	Race	Sex	Spring Enrollment Intention	Action	Reason
Descriptors	White random	W	F	Not sure	Stayed	Grades
Like:	Meeting new people and being in new and different situations. Found out that you can live a little more independently than at home.					
Dislike:	Not being used to having to study yourself and get up youself for class. Least satisfying is my grades that comes from not being responsible about my classes.					

	Sub Group	Race	Sex	Spring Enrollment Intention	Action	Reason
Descriptors	Black random	B	M	Not sure	Stayed	Loneliness
Like:	Student life has been most satisfying to me! The activities that are set up for the students are great and relieve tension and stress that may build up.					
Dislike:	The interest in the black student is very low. Activities are not planned for them and the university staff doesn't seem to support the black student as they should.					

	Sub Group	Race	Sex	Spring Enrollment Intention	Action	Reason
Descriptors	White random	W	F	Leave	Stayed	---
Like:	I like the college because it is so small and the people are very friendly.					
Dislike:	I wish I could get more financial aid.					

	Sub Group	Race	Sex	Spring Enrollment Intention	Action	Reason
Descriptors	White random	W	F	Leave	Gone	Transfer
Like:	The experience of being independent and on my own. Learning how to manage my time wisely.					
Dislike:	Emphasis on a social and partying environment here. Not as serious as I would like it to be.					

	Sub Group	Race	Sex	Spring Enrollment Intention	Action	Reason
Descriptors	Spec/Admissions	W	F	Leave	Gone	Transfer
Like:	Meeting new people and making alot of special friends.					
Dislike:						
Comments:	I will be transfering(sic) to Southeastern Community College to obtain my Nursing degree there!					

	Spring Enrollment					
	Sub Group	Race	Sex	Intention	Action	Reason
Descriptors	Random white	W	M	Leave	Gone	Transfer

Like: Getting to the point where I'm fully capable to handle myself and discipline myself, like going to classes and doing my work.
Dislike: Having to go a (delete expletive) mile to eat every meal. Dirty dorm halls.
Comments: Basically this is a nice place.

	Spring Enrollment					
	Sub Group	Race	Sex	Intention	Action	Reason
Descriptors	CIRP group	W	M	Leave	Gone	Needed break

Like: Living in the dorms, because you get to know all the people and party with them.
Dislike: Living in the dorms. I tried to get the apartments but they dogged me and put me in Galloway.

	Spring Enrollment					
	Sub Group	Race	Sex	Intention	Action	Reason
Descriptors	Random black	B	M	Stay	Gone	---

Like: UNC-W offers me all the courses that I need for my major and I receive(sic) all classes I requested that worked towards my major.
Dislike: The food is terrible. Sounds trivial but if you have been eating lousy food how can you expect to be able to function with an upset stomach.

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APPENDIX

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

VICE CHANCELLOR FOR STUDENT AFFAIRS
POST OFFICE BOX 3725
WILMINGTON, NORTH CAROLINA 28406
919/791-4330, EXT. 217

November 15, 1984

Dear Student:

We need your help! We are asking you to cooperate with us in a research study. It will allow us to plan our programs and services to better meet the needs of our students. We are particularly interested in ways we can assist students in continuing their enrollment at UNCW.

Our survey is only being sent to selected students of the 1984-85 freshmen class and, as always, responses to the survey will be kept in strictest confidence. Since only a small number of students have been selected to participate in this research, each response is critical to its success. We hope you will take a few minutes away from your busy schedule and complete this survey now. A postage paid envelope is provided or you may choose to drop it into the box provided next to the campus post office.

As an added incentive for completing your questionnaire, we are offering a FREE TURKEY to the person whose name is drawn at random from those completing the questionnaire before the drawing. The drawing will be held on Tuesday, November 20th, at 4:30 PM. The winner will be immediately contacted by phone and announced in the Seahawk.

If you have any questions or concerns regarding this research study, please feel free to contact the Study Coordinator, Dr. David Allen, at 395-3521. He will be happy to answer your questions.

We appreciate your time and cooperation and look forward to receiving your completed questionnaire.

Yours truly,

William A. Bryan

William A. Bryan
Vice Chancellor for Student Affairs

WAB/DA

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

VICE CHANCELLOR FOR STUDENT AFFAIRS
POST OFFICE BOX 3725
WILMINGTON, NORTH CAROLINA 28406
919/791-4330, EXT. 2117

November 29, 1984

Dear Student:

Recently we mailed you a confidential questionnaire asking what you think of UNCW so far. Using a numbering system on your survey, we are able to separate those who have responded from those who have not. All data is compiled group-wise and will in no way be associated with your name. As you might guess, plans for the institution to better meet your needs are currently underway as a result of student responses to the Freshmen Experience Survey. Unfortunately, we have not yet received yours. Your input is valuable to us and we would like to include it in our study. Frankly, your candid responses help take the "guess work" out of how we might respond to your needs. We truly want to know how to improve student services. Please understand that this is not an academic exercise, but an activity that will have an impact on the University and its programs.

As before, we are offering a free turkey (or $15 cash equivalent) to the person whose name is drawn from among those responding by 4:30 p.m. next Friday, December 7. The winner will be immediately contacted. The previous winner is one of your classmates.

If you have already returned the questionnaire to us, please disregard this one. You will, however, be eligible for the second turkey drawing. Thank you for your cooperation and assistance in taking the ten minutes needed to complete this questionnaire.

Yours truly,

William A. Bryan

William A. Bryan
Vice Chancellor for Student Affairs

WAB/kl

We know that it is easy to put off filling out surveys but we need your help! Please take a few minutes and help us to serve you better. Thanks, Bill

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

VICE CHANCELLOR FOR STUDENT AFFAIRS
POST OFFICE BOX 3725
WILMINGTON, NORTH CAROLINA 28406
919/791-4330, EXT. 217

December 12, 1984

Dear Student:

So far, only about a third of our sample has responded to the **Freshmen Experience Survey**. Our goal is to reach or exceed fifty percent.

Without your voice in this survey, we will be forced to make plans to serve you based on what we now have. Obviously, this is not our wish. We truly want to know how to improve services for you.

This will be the final follow-up to this study of your freshmen class. Please represent yourself by completing it if you have not already done so. As before, this survey is strictly confidential and data will in no way be linked to you. Thank you very much.

Sincerely,

William A. Bryan

William A. Bryan
Vice Chancellor for Student Affairs

WAB/kl

Please help us. Good luck on your finals. Have a good Christmas!!

( ) Yes, I'd like a summary
of the survey results.

In general, how satisfied are you with your overall experience at UNCW? (Please check one item)

Very	Fairly		Somewhat	Very
( ) Satisfied	( ) Satisfied	( ) Neutral	( ) Dissatisfied	( ) Dissatisfied

Do you have a particular career plan or occupational goal in mind at this time?
( ) Yes ( ) No ( ) Not sure

Do you plan on returning to UNCW next semester? ( ) Yes ( ) No ( ) Not Sure
If not, why not? (Check those that apply)

( ) Transferring
( ) Academic difficulty
( ) Lack of money
( ) Don't like UNCW
( ) Don't like college
( ) Need a break
( ) Social/work conflict
( ) Feel alienated & alone here
( ) Other _____

What is the highest academic degree that you intend to obtain?

( ) No degree
( ) Vocational certificate
( ) Associate degree
( ) Bachelor's degree
( ) Master's degree
( ) Ph.D., MD, JD
( ) Other

Where are you living now? Where will you be living during the Spring Semester? (Mark one in each column)

Living Now	Next Semester
( )	( ) With parents or relatives
( )	( ) Other private home, apartment or room
( )	( ) College residence hall or apartment
( )	( ) Fraternity or sorority house
( )	( ) Other

How many miles is this college from your permanent home?

( ) 5 miles or less
( ) 6 - 10 miles
( ) 11 - 50 miles
( ) 51 - 100 miles
( ) 101 - 500 miles
( ) More than 500 miles

How many hours are you now working while school is in session?
Is it on or off campus? I am not employed ( )

Work On Campus	Work Off Campus
( )	( ) Employed 1 - 10 hours per week
( )	( ) Employed 11 - 20 hours per week
( )	( ) Employed 21 - 35 hours per week
( )	( ) Employed over 35 hours per week

What is the highest level of formal education obtained by either of your parents? (Check one)

( ) High School graduates or less
( ) Some college, but no degree
( ) College degree

Do you now feel that you need any special tutoring or development work in any of the following subjects?

Now Receiving Assistance	Yes, I Need Assistance. Please Contact Me.	
( )	( )	Writing
( )	( )	Reading
( )	( )	Mathematics
( )	( )	Social Studies
( )	( )	Science
( )	( )	Foreign Language

STUDENT NEEDS

On the right side of this page is a list of concerns and needs common among university students. In the first column, please mark those needs or concerns that have existed for you this semester. Then, in the second column, mark those indicating how adequately your need or concern has been met. (Leave blank those items that don't apply)

This Has Been a Need or Concern of Mine This Academic Year	If true, then: This Need or Concern Has Been Met Adequately	
( )	( )	Choosing to continue or withdraw at UNCW
( )	( )	Stimulating programs and activities
( )	( )	Changing my schedule of classes with reasonable speed and ease
( )	( )	Selecting courses wisely for the following semester
( )	( )	Planning an academic program consistent with my career or life goals
( )	( )	Clarifying my life goals
( )	( )	Deciding on a vocation or career
( )	( )	Gaining self-confidence and self-esteem
( )	( )	Understanding myself
( )	( )	Obtaining help in resolving a personal problem
( )	( )	Being treated as a person, with respect
( )	( )	Gaining greater control over my life
( )	( )	Learning where to go on campus to get assistance
( )	( )	Learning how to get into student activities and organizations
( )	( )	Developing my leadership skills
( )	( )	Developing life-long recreational skills and leisure-time interests
( )	( )	Engaging more regularly in worship or religious activities
( )	( )	Participating in varsity sports
( )	( )	Participating in weekday intramural sports
( )	( )	Participating in weekend intramural sports
( )	( )	Participating in non-scheduled sports
( )	( )	Finding interesting things to do on weekends
( )	( )	Finding places to associate informally with others
( )	( )	Dealing with problems with the opposite sex
( )	( )	Learning to work effectively with other people
( )	( )	Overcoming feelings of loneliness
( )	( )	Developing friendships
( )	( )	Resolving roommate problems
( )	( )	Feeling safe and secure on campus and in my room
( )	( )	Obtaining adequate routine health care
( )	( )	Obtaining sex information or counseling
( )	( )	Getting information or counseling on drug (including alcohol) use
( )	( )	Dealing with my physical disability
( )	( )	Obtaining financial assistance
( )	( )	Finding a part-time job during the academic year

STUDENT SERVICES

Please give your impression of the following areas of University life (or services offered by the University). Check the appropriate blocks in each row.

PART A: USAGE			COMPLETE PART B ONLY IF YOU HAVE USED THIS SERVICE →	PART B: LEVEL OF SATISFACTION				
HAVE NOT USED THIS SERVICE	HAVE USED THIS SERVICE	COLLEGE SERVICE OR PROGRAM		VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
( )	( )	Student Development Center		( )	( )	( )	( )	( )
( )	( )	Library		( )	( )	( )	( )	( )
( )	( )	Registration		( )	( )	( )	( )	( )
( )	( )	Financial aid		( )	( )	( )	( )	( )
( )	( )	Recreational		( )	( )	( )	( )	( )
( )	( )	Cultural and social programs		( )	( )	( )	( )	( )
( )	( )	Residence hall programs		( )	( )	( )	( )	( )
( )	( )	Career Planning and Placement Center		( )	( )	( )	( )	( )
( )	( )	Disabled students		( )	( )	( )	( )	( )
( )	( )	Health Center		( )	( )	( )	( )	( )
( )	( )	General College Advising Center		( )	( )	( )	( )	( )
( )	( )	Departmental advising		( )	( )	( )	( )	( )
( )	( )	Faculty contact		( )	( )	( )	( )	( )
( )	( )	Writing Lab		( )	( )	( )	( )	( )
( )	( )	Math Lab		( )	( )	( )	( )	( )
( )	( )	Minority Affairs		( )	( )	( )	( )	( )
( )	( )	Recreation ~~and athletic~~ programs		( )	( )	( )	( )	( )
( )	( )	Student employment opportunities		( )	( )	( )	( )	( )
( )	( )	Campus Ministry		( )	( )	( )	( )	( )
( )	( )	Student Government		( )	( )	( )	( )	( )
( )	( )	Campus publications		( )	( )	( )	( )	( )
( )	( )	Fraternities/Sororities		( )	( )	( )	( )	( )

STUDENT GOALS

The following statements reflect the goals of many college students. In the first column, please mark those goals that are important to you. In the second column, mark those goals you feel you are achieving or have achieved as a result of your experience at UNCW.

Goals Important To Me	Goals I Am Achieving or Have Achieved	
		Academic Goals
( )	( )	To increase my knowledge & understanding in an academic field
( )	( )	To obtain a certificate or degree
( )	( )	To complete courses necessary to transfer to another educational institution
		Career-Preparation Goals
( )	( )	To discover career interests
( )	( )	To formulate long-term career plans and/or goals
( )	( )	To prepare for a new career
		Career-Improvement Goals
( )	( )	To improve knowledge, technical skills and/or competencies for my job or career
( )	( )	To increase my chances for a raise and/or promotion
		Social-and Cultural-Participation Goals
( )	( )	To become actively involved in student life & campus activities
( )	( )	To increase my participation in cultural & social events
( )	( )	To meet people
		Personal-Development and Enrichment Goals
( )	( )	To increase my self-confidence
( )	( )	To improve my leadership skills
( )	( )	To improve my ability to get along with others
( )	( )	To learn skills that will enrich my daily life or make me a more complete person
( )	( )	To develop my ability to be independent, self-reliant and adaptable

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ATTITUDES AND VALUES

Please indicate your level of agreement with each statement:

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/DOES NOT APPLY	
( )	( )	( )	( )	( )	( )	I am satisfied with my academic performance at UNCW
( )	( )	( )	( )	( )	( )	I am having no difficulty performing the needed task in class
( )	( )	( )	( )	( )	( )	My overall interest in my classes is high
( )	( )	( )	( )	( )	( )	My academic advisor is informed and sensitive to my academic needs
( )	( )	( )	( )	( )	( )	I have established satisfactory relationships with friends here
( )	( )	( )	( )	( )	( )	My decision to attend UNCW was a good one
( )	( )	( )	( )	( )	( )	My transition into college has been easy
( )	( )	( )	( )	( )	( )	It is very important to my parent(s) that I earn a degree
( )	( )	( )	( )	( )	( )	I expect to get a good job after receiving a college education
( )	( )	( )	( )	( )	( )	A college degree is necesary for my success
( )	( )	( )	( )	( )	( )	UNCW meets my expectations of what a college should be
( )	( )	( )	( )	( )	( )	College courses should emphasize skills I can use on the job

What aspect of your University experience has been the most satisfying for you? Explain briefly.

What aspect of your University experience has been the least satisfying for you? Explain briefly.

If you wish to add comments or explanations of your responses to any items in this survey, please do so below:

THANK YOU FOR YOUR PARTICIPATION

PLEASE RETURN YOUR SURVEY IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

The University of North Carolina at Wilmington is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age or handicap. Moreover, The University of North Carolina at Wilmington is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.